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ABSTRACT

This guide demonstrates a holistic approach to goal attainment in adult education, welfare, and work force program. Holistic goal attainment treats the roots of illiteracy, measuring impact on learning and job readiness that increases teachable/reachable moments for instructors and builds self-esteem within the learner. The teacher's guide contains eight steps designed for the use of holistic goal attainment to increase levels of self-help. Many of the steps contain "reflections," or notes. The learner's manual contains a diagram and checklists stated in everyday language that enable learners to assess their attitude, word usage, and behavior. It contains the "What's Happening Grid," profiles of learners, and continuum scales (depressed, anxious, warrior, and indigent). The chart, "My Goals that Keep Me On Track," serves as a working model to follow in setting goals. Learners are helped to recognize and use problem-solving techniques. Ten references are included. (NLA)

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Introduction

to:

HOLISTIC GOAL ATTAINMENT

TO

INCREASE LEVELS OF SELF-HELP

Teacher's Guide and Learner's Manual

"...for treating the roots of illiteracy..."

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by

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1989

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AN INTRODUCTION FOR HOLISTIC GOAL ATTAINMENT

Current demographic studies find there is a widening gap between what the "world of work" expects of learners and what typical adult education learners can provide. Learners, therefore, must upgrade levels of everyday living skills to meet these expectations.

A profile of the typical adult learner found on pages 2, 3, 6 and 9 of "A Teacher's Guide" reveals this gap is found in the multitude of personal and socio-economic disadvantages they have. These disadvantages often contaminate their thinking, their words, their attitudes, and their behaviors. Given this package, learners often present themselves overburdened with problems. "Defeat" becomes a household word.

"The Holistic Goal Attainment Manual" and "A Teacher's Guide" is designed to ease the burden for instructors. It enables learners to make small personal commitments to change one step at a time. It is like the ancient saying: "Chinese move mountains a stone at a time." With such an approach, learners can chip away at any harmful attitudes developed from a disadvantaged position. They then learn to replace these harmful attitudes with positive phrases and behaviors that develop positive attitudes. Hope emerges.

Setting and attaining goals is the approach used. The Guide contains a diagram and checklists stated in everyday language that enables learners to assess their attitude, word usage and behavior. A Continuum Scale is set up for learners to measure changes they wish to make. The chart, **MY GOALS THAT KEEP ME ON TRACK,** on the final page serves as a working model to follow in setting goals.

With guidance, learners can be expected to recognize that:

1. Problems block learning.
2. Problem solving is significant to lifelong learning and the world of work.
3. Problems are decisions yet to be made.
4. Victimization is a choice.
5. Solvability of problems is a choice.

6. They are not the only ones with problems.
7. There can be satisfying rewards for attaining goals.
8. There can be good times ahead and supportive company for those who succeed.

Adult education, welfare and workforce programs can be expected to measure accountability with the following:

1. A percentage enrolled will increase self-esteem.
2. A percentage enrolled will have improved their ability to help their children with school.
3. A percentage of the enrolled unemployed will report that they have obtained a job.
4. A percentage of the enrolled unemployed will report that they have changed or upgraded their job.
5. All enrolled unemployed will learn pre-employment skills.
6. All enrolled unemployed will participate in improving either job literacy skills or job search skills.
7. A percentage of enrolled learners will improve community participation and problem solving skills such as ordering food in a restaurant, obtaining a library card, writing letters to congressmen, newspaper editors, etc.
8. A percentage of enrolled learners will demonstrate improved interpersonal and social skills by moving away from negative behaviors and adopting increasing positive and appropriate behaviors.
9. A percentage will increase their attendance.

Holistic Goal Attainment treats the roots of illiteracy. It does not teach improved reading or math skills, nor does it guarantee a G.E.D. Its impact is on learning and job readiness that increase teachable/reachable moments for instructors and build self-esteem within the learner.

Shirley Bosler
1989

A TEACHER'S GUIDE

to be used with:

HOLISTIC GOAL ATTAINMENT

TO

INCREASE LEVELS OF SELF-HELP

". . . as learners reach their goals, teachers attain their goals."

by

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GUIDE FOR USE OF

HOLISTIC GOAL ATTAINMENT TO INCREASE LEVELS OF SELF-HELP

. . . designed for teachers and counselors in adult education

Step 1

AQUAINT yourself with PROFILES OF LEARNERS - page 2, and FAMILY SCRIPTED TRAITS FOUND IN MANY LEARNERS - pages 3, 6, 9.

Step 2

TURN to page 1. You will find that these family scripted traits fit into corners of THE "WHAT'S HAPPENING" GRID. This GRID diagrams the four basic attitudes humans choose to maintain throughout their lives: "Depressed, Anxious, Warrior or Winner." Some choose to remain in and maintain one corner; others move around from one corner to another; most choose to move into the "Winners" corner as often as possible. Everyone, regardless of background, has the right to choose which attitude to live with.

Step 3

FIND the Table of CONTENTS at the beginning of the Guide. Here you will get a graphic overview that connects concepts of: "Whose attitude?" and "What's happening?" with the application of: "Where do we go from here?" and "How do we get there?"

Page numbers at the right of each graphic GRID direct you to specific information and CONTINUUM SCALES to be explained later. Note: "Indigent" is a combination that includes both "Depressed" and "Warrior" characteristics.

A graphic of THE "WHAT'S HAPPENING" GRID is the key that leads learners to pages that help them find out more about their favorite corner. Follow the "Depressed " key or pages 4 and 5 to find your way through the Guide. Learners may want to acquaint themselves with how to find "Anxious", "Warrior", "Indigent" or "Winner" information on the following pages in the content using the GRID Keys.

Reflections

At this point, you have an overall view of the Guide. You can now walk learners through the program so that they can find their way.

PROFILES OF LEARNERS AND FAMILY TRAITS FOUND IN MANY LEARNERS are pieces of information experienced but not always known to learners. This can stimulate conversation yet serves a better purpose as background information just for teachers or counselors. Discussing profiles can be an exercise to build trust, foster understanding and acceptance among learners.

Step 4: The Invitation

PRESENT information contained in Introduction.

DESCRIBE the need for setting direction and goals in life. REFER to interviews taken of Yale students 30 years ago and now, that reveal: "Those students who set goals for themselves 30 years ago and continued the process have shown significantly greater success in their lives."

EXPLAIN that neurologists are finding what many of us already know: "Only when we clear our minds of problems, can we think straight!" When the brain center controlling emotions (the limbic system) is functioning positively, the brain stems are cleared enabling energy to reach the upper brain layer (neo-cortex) containing thinking processes.

RECOMMEND that new learners join in the first session or open a session with only new learners.

PRESENT this project as a mini-lesson to meet in weekly one hour sessions.

MAKE KNOWN that this is an effective way for learners to change unwanted attitudes. Coming to class with troublesome attitudes can block the thinking of learners. Joining the group mini-lesson is a way learners discover they are not the only one in their situation. Together learners develop individual self-esteem and foster one another's change of unwanted attitudes.

Reflections

This project is a way learners can learn how to set and attain goals and have fun doing it!

There will be resistance from some learners. It is important to encourage attendance but not to require it. Learners will join in as they recognize that others are changing and supporting one another. What eminates from the group is greater than what happens to a single member. It is valuable to hold mini-lessons within earshot of other class members. Even those outsiders or passive participants learn by observation and listening.

This entire process is a model of andragogy which involves:
Presenting the material
Contracting with those who want to self-improve
Enabling what they can do for themselves
Confronting their willingness to keep goals
Celebrating their goal attainment.

In this process, responsibility is shifted from the teacher or counselor to the learner. Learners take the first step when they decide they want to self-improve and join the group. For this they can be congratulated! The process is in motion!

Step 5

On page 1, FIND **THE "WHAT'S HAPPENING" GRID**. Briefly DESCRIBE the four corners of the **GRID** with the words used. EXPLAIN that these are attitudes we decide to hold from time to time in our lives. For learners to find their favorite, most frequently chosen attitude,

ASK: "How do you always wind up feeling when things go wrong at your house?"

LISTEN: THEY WILL KNOW.

STATE: **I'm not OK - you're OK** keeps us shy, withdrawn, anxious, worried, running or hiding to get away from others.

ASK: "Have you ever been there?" GET a raise of hands -- RAISE your hand if you have ever been there.

LISTEN

STATE: **I'm not OK - you're not OK** keeps us down in the dumps, guilty, lost, getting nowhere, futile.

ASK: "Know what that's like?" GET heads nodding and any spontaneous comments of awareness. NOD along if you know what that's like.

LISTEN

STATE: **I'm OK - you're not OK** keeps us hot under the collar, wanting to get even, get rid of the other guy or the hand that feeds us; blaming.

ASK: "It's easier to blame somebody else rather than ourself, isn't it?" GET a show of hands or any comments of those making an identity with this attitude.

LISTEN

ASSURE: "True enough, we may switch corners many times during a day. However, it is very common to choose a favorite corner, slip into it and get stuck there. The good news is that we can move out of that uncomfortable spot anytime we decide -- just do it!"

STATE: **I'm OK - you're OK** is the place where most of us want to be; happy, glad to see others, full of energy to get on with it, high on our own winning streak.

ASK. "Remember a time feeling proud of yourself? Getting up the courage to come here?"

LISTEN

AFFIRM: "Congratulations! You've taken a big step already to increase your level of self-help. You're here! That's a goal you've reached. How does that feel?"

REITERATE: "That's a goal you've reached and this is what the program is all about."

LISTEN

FINISH with reviewing the purpose and benefits to learners.

Reflections

Of course, you will want to use your own words. The best way to take you through the process, however, is to do it by example.

At this point, learners have discovered their favorite corner. You may choose to work individually with them to lead them to the corresponding **CONTINUUM SCALES**. Readers can follow instructions and work independently. Non-readers work effectively in groups as you walk them through the checklists. With questions will come conversations and disclosures that reveal they aren't the only ones with certain attitudes. This common finding throughout human nature fosters mutual aid and *espirit de corps*.

Step 6: A Self-Assessment using the CONTINUUM SCALES

pp. 4, 5, 7, 8, 10, 11, 12, 13.

The left column contains a collection of words, phrases, behaviors and gestures in everyday language that lead to the negative payoffs found in the "Depressed, Anxious, Warrior and the Indigent". Each section is marked with appropriate boxes. At the beginning, learners need only be concerned with blanks at the entry level under (-2).

INSTRUCT learners to fill in Name and Entry Date. As the left column is read, have learners check under **(-2) ...Where I am now.**

Some learners will say: "I used to be there but now I'm..." Let them check under appropriate numbers: **(0) Where I like being, (+1) Better than expected, or (+2) Great!**

Other learners may identify with the "Winners" boxed column to the right. Have them star those items.

DISCUSS meanings, identities, etc. You will hear many: "Yeh, that's me" phrases and exchanges of information.

LISTEN

CONFIRM: "Now you know yourself well. You know the small parts of you that add up to one big attitude. By changing the things you say and do, you can change your attitude and feelings too."

INFORM: "Look at where you are now. Decide what you want to do about it and let us know."

Reflections

At this point, learners have assessed themselves. It is not necessary to complete this step before going on to the next. It will take about an hour for learners to complete one page of the assessment when in a group. It is more impotant to pick up the next step rather than complete all pages of assessments.

Steps 6, 7 and 8 work most successfully when alternately interchanged as the need arises. Step 6 involves assessment; step 7 involves goal setting; step 8 involves goal attainment and celebrating.

Individuals vary in their pace. It is realistic to expect a person to attain no more than 3-5 goals in a 6 week time span. One page of assessment will usually expose enough material for learners to pick 3-5 goals. A complete assessment will serve as a frame of reference for any future goal setting.

All of us need encouragement along the way (step 8) as we face ourselves (step 6) and begin a new task of change (step 7).

Step 7: Setting Goals

ASK: "Now that you know something more about yourself, is there anything you want to change? ...or do differently? ...want to stop saying or doing that? What might you say or do instead?"

LISTEN

TURN to : MY GOALS THAT KEEP ME ON TRACK after page 13.

INSTRUCT with specific information to aid learners in filling out columns.

Under **"What do I want?"**: LIST 3-5 things you want to change. Take these from the CONTINUUM SCALES that you just checked under (-2); or you may want to change something that's bothering you now i.e. "I want to stop saying *I don't know*".

Under **"How can I get it?"** ASK, "What are your resources?" i.e. "Listen to myself or ask a friend to call me on it when I say *I don't know*. Say *I'll find out* instead."

Under **"When?"** MARK a specific date when you expect to reach this goal. Tomorrow or next week is not a concise answer and will not get the goal accomplished i.e. By 2/14/89.

Under **"How do I mess up?"**: LIST the ways you sabotage yourself. "What are your excuses you give yourself?" i.e. "I forgot, don't listen to myself, ask a friend I seldom see, don't take it seriously, etc."

Under **"What's the price tag?"**: ASK, "What will it take for you to overcome your excuses and get what you want?" The price tag is usually time, money, energy, or certain words we use i.e. "No" or i.e. "I will count the number of times I catch myself saying *I don't know* each day and report to you all next week."

Under **"What are the benefits?"**: ASK, "How will you feel when you've gotten what you want for yourself? ...(or) What's in it for you? ...what will you get out of it if you reach this goal?" i.e. "I won't feel stupid anymore ... I'll feel good, not shy."

LISTEN

ASK as a final check on goal keeping: "How will you know and how will we know that you will do what you say you're going to do?"

REPEAT THE QUESTION

LISTEN and NOTE goals set for a follow-up session.

Reflections

At this point, learners are acquainted with how to set goals. When learners keep their promises and use the framework of **MY GOALS THAT KEEP ME ON TRACK**, they will find it is fool-proof.

When goals are attained, they can then be recorded on **CONTINUUM SCALES**. They can mark date accomplished under 0, +1, +2 of those items chosen for goal attainment. This process takes 4-6 weeks.

Key words in setting goals are: "What do you want?"
"Can you?"
"Will you?"

ACCEPT only *"yes"* or *"no"*: NEVER ACCEPT *"I'll try"*.

ASK the group to confront and remind each other about keeping goals.

ASK permission of each person to have others confront and remind him or her.

Step 8

ASK: "Where are you now with your goals?"

LISTEN

RECOGNIZE small and large goals attained.

STROKE learners for positive changes made.

REMIND them often: "It's OK to solve your own problems, be different than you were -- be a winner."

Reflections

It is important to celebrate those who have reached a goal -- no matter how small. This recognition induces learners to set more goals. Eventually some will develop the process of goal attainment in their own style. This happening is what John Dewey terms "...education based on experience" (and the task of educators) "...is to select the kind of present experiences that live fruitfully and creatively in subsequent experiences."

Don't underestimate the strength of group ties. Change is scary. These group ties may replace friends or family who react negatively to change. Some learners lap up the good feelings of success and change. Others feel threatened, fearing they are stepping out of line, that they may outdo their parents, or outsmart their peers; and, as a result, be left out -- alone.

A support group will replace such fears. Everyone is making changes in the group. As a result, they become understanding and supportive of each other. A comeraderie develops.

Chances are learners have gotten attention in the past for having problems. Now they are getting attention for having successes. This is different and they may require some time to adjust to the reactions of others around them.

Repeated assurances are necessary to learners at this stage i.e. "It's OK to feel important ... to make your own decisions ... to solve your own problems ... to be a winner ... celebrate your goals reached ... to join in the fun of making it! It's OK to do better than expected ... to feel great!" This kind of permission given by teachers, counselors and peers is stabilizing and motivating for all those involved. It is a form of protection necessary when learners are changing old ways.

This model can also be used for program accountability. Further information on Goal Attainment scoring is available upon request.

Another relevant use for measuring goal attainment would be correlating its effectiveness in student attendance and longevity.

As you know, when learners attain their goals, teachers and counselors attain their goals!

Shirley Bosler, Counselor
LAFAYETTE ADULT READING ACADEMY

1989

HOLISTIC GOAL ATTAINMENT
TO
INCREASE LEVELS OF SELF-HELP

"... problems are only decisions yet to be made..."

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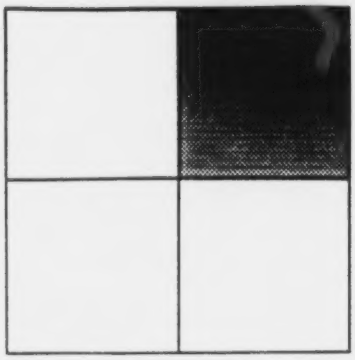
CONTENTS



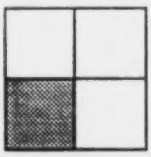
WINNERS

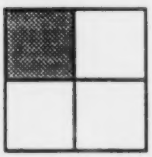
Pages

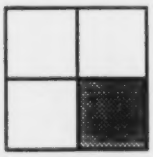
THE "WHAT'S HAPPENING" GRID 1

PROFILES OF LEARNERS 2,3,6,9

CONTINUUM SCALES:

DEPRESSED  4,5

ANXIOUS  7,8

WARRIOR  10,11

INDIGENT 12,13

THE "WHAT'S HAPPENING" GRID

I'M NOT OK—YOU'RE OK GET AWAY FROM... ANXIOUS	I'M OK—YOU'RE OK GET ON WITH... WINNER
I'M NOT OK—YOU'RE NOT OK GET NO WHERE... DEPRESSED	I'M OK—YOU'RE NOT OK GET RID OF... WARRIOR

PROFILES OF THE LEARNERS

They are:

Here by choice
Aware that all is not OK
Ready for change
Open to learn
Open to listen
Know limitations: educationally and socio-economically
Able to describe life style openly and honestly
Resourceful in seeking help
Here for a second chance - with "grit"/strength to return
Courage to admit failure
On the upswing
Accustomed to counseling
Sensitive
Tenacious
Survivors

They often:

Have low self esteem
Are illiterate/no diploma
Are alcoholic/on drugs
With a probation record
With no job skills
On disability
On AFDC
On SSI
On welfare
Lack good hygiene
Dress carelessly
In poor health
Are fragmented - little sense of consequences
Unorganized
Socially restrict themselves in isolation or by decreasing options
Undependable
Inconsistent

All experience a high level of discounting of:

-Existence
-Selves
-Others
-Reality
-Problems
-Solvability
-Significance of any of above

FAMILY SCRIPTED TRAITS FOUND IN MANY LEARNERS

I. The **Depressed** are often:

A. As children:

1. Abandoned
2. Neglected
3. Abused (physically, emotionally, sexually)
4. Of divorce
5. Of alcoholics
6. From broken homes
7. From unsuccessful parent's who don't make it

B. Those who grow up where:

1. Suicide is common
2. Sexual and physical needs for nurturing are not separated
3. Discounting is prevalent regarding:
   a. ones existence
   b. one self
   c. solvability of problems

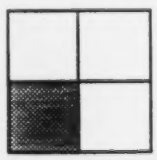
C. Unspoken messages given are often:

1. ...don't trust
2. ...don't exist
3. ...don't be important
4. ...don't make it
5. ...don't be close
6. ...don't have fun

D. Games learned in growing up are:

POOR 'LIL ME
HELPLESS
ALCOHOLIC OR OBESITY
KICK ME
WHY DOES IT ALWAYS HAPPEN TO ME
INDIGENT (they owe it to me)

THE DEPRESSED

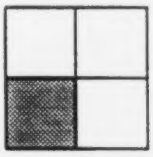


Name _____ Entry Date_____ Exit Date_____

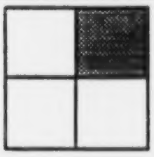
* (-2) = ...Where I am now
(-1) = ...Almost
(0) = ...Where I'd like to be
(+1) = ...Better than expected
(+2) = ...Great

* Entry Level	(-2)	(-1)	(0)	(+1)	(+2)	Winners add your own Positive Payoffs
"Why me?"	___	___	___	___	___	
Hangdog	___	___	___	___	___	Chin up, stand up
Cry	___	___	___	___	___	Sparkle in eye
On Drugs	___	___	___	___	___	Drug free
Always Tired	___	___	___	___	___	Awake
Can't Function	___	___	___	___	___	Alert
Sickly	___	___	___	___	___	Healthy
"I don't know"	___	___	___	___	___	"I know something"
"I don't care"	___	___	___	___	___	"I care"
Neglects body	___	___	___	___	___	Freshens up
Pack rat	___	___	___	___	___	Organizes clutter
"Nobody cares"	___	___	___	___	___	"Someone cares"
Silent	___	___	___	___	___	Speaks up
Stupid	___	___	___	___	___	Color in face
Blames self	___	___	___	___	___	Boosts self
Neglects clothes	___	___	___	___	___	Neat, clean clothes
"If only"	___	___	___	___	___	"So what!"
"What the Hell"	___	___	___	___	___	Learns from failure
Looks down	___	___	___	___	___	Looks at another
Blames self	___	___	___	___	___	#1 with self
Lets it happen	___	___	___	___	___	Asserts self
						I'm OK—you're OK

DEPRESSED



WINNER



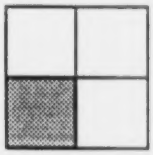
*	(-2)	=	...Where I am now
	(-1)	=	...Almost
	(0)	=	...Where I'd like to be
	(+1)	=	...Better than expected
	(+2)	=	...Great!

*Entry Level	(-2)	(-1)	(0)	(+1)	(+2)
Discounts:					
-Existence	___	___	___	___	___
-Self	___	___	___	___	___
-Others	___	___	___	___	___
Aimless	___	___	___	___	___
Fishy hand-shake	___	___	___	___	___
POOR 'LIL ME	___	___	___	___	___
HELPLESS	___	___	___	___	___
ALCOHOL, OBESITY	___	___	___	___	___
KICK ME	___	___	___	___	___
WHY DOES IT ALWAYS HAPPEN TO ME	___	___	___	___	___
"They give me a hard time"	___	___	___	___	___
Dull Thinking	___	___	___	___	___
Says "no"	___	___	___	___	___

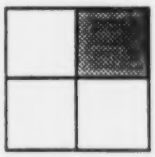
Winners
-Add your own-
Positive Payoffs

"I'm here - now"
Strokes self
Strokes others
Sets goals
Hearty handshake
"I'll make it"
Asks, Helps self
Sets goals one day at a time
Makes things happen
"I can do it myself"
I'm OK—you're OK

DEPRESSED



WINNER



FAMILY SCRIPTED TRAITS FOUND IN MANY LEARNERS

II. The **Anxious** are often from homes of:

A. Parents who are:

1. Withdrawn
2. Paranoid
3. Over responsible
4. Not perfect
5. Underprivileged
6. Super conscious of others
7. Directed by "what others think"
8. Moving often
9. With unlisted phone numbers
10. Tax and draft evaders
11. Inconsistent
12. Always busy, pre-occupied

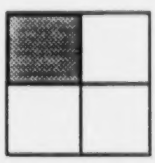
B. Unspoken messages given are often:

1. ...don't be for yourself
2. ...don't make it
3. ...don't have fun
4. ...don't be close
5. ...don't think
6. ...don't trust
7. ...don't feel
8. ...don't be first
9. ...don't be important
10. ...don't outdo me

C. Games learned in growing up are:

HARRIED
FRIGID
IF IT WEREN'T FOR YOU
WOODEN LEG
HELPLESS
I'M ONLY TRYING TO HELP YOU
LOOK HOW HARD I'M TRYING

THE ANXIOUS

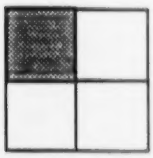


Name_____ Entry date_____ Exit date_____

* (-2) = ...Where I am now
(-1) = ...Almost
(0) = ...Where I'd like to be
(+1) = ...Better than expected
(+2) = ...Great!

*Entry level	(-2)	(-1)	(0)	(+1)	(+2)	Winners -Add your own- Positive Payoffs
Giggles, covers mouth -"He, He"	___	___	___	___	___	"Ho, Ho"
Clams up	___	___	___	___	___	Opens up
Mumbles	___	___	___	___	___	Speaks up
Flat tone of voice	___	___	___	___	___	Vibrant
Looks away	___	___	___	___	___	Eye to eye contact
"I don't know"	___	___	___	___	___	"I know..."
"I can't"	___	___	___	___	___	"I can..."
Jittery	___	___	___	___	___	Calm
Faded clothes	___	___	___	___	___	Neat, bright, clothes
Picks at/on self	___	___	___	___	___	Clear skin, strokes self
"Not me" defensive	___	___	___	___	___	"I did or ...
Guilty looks	___	___	___	___	___	...did not do that"
Blushes	___	___	___	___	___	
Absent	___	___	___	___	___	Presen
On Drugs	___	___	___	___	___	Drug free
Hesitant	___	___	___	___	___	Makes choices
Uses "try"	___	___	___	___	___	"I'll do it"
						I'm OK — you're OK

ANXIOUS



WINNER

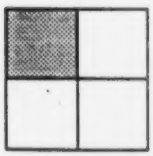
* (-2) = ...Where I am now
(-1) = ...Almost
(0) = ...Where I'd like to be
(+1) = ...Better than expected
(+2) = ...Great!

*Entry level	(-2)	(-1)	(0)	(+1)	(+2)
Waiting for Santa Claus	___	___	___	___	___
Decisionless	___	___	___	___	___
Glum	___	___	___	___	___
Holds breath	___	___	___	___	___
LOOK HOW HARD I'M TRYING	___	___	___	___	___
I'M ONLY TRYING TO HELP YOU	___	___	___	___	___
HARRIED	___	___	___	___	___
"Gotta be strong"	___	___	___	___	___
"Get no consideration"	___	___	___	___	___
Can't say "No"	___	___	___	___	___
Busy, Busy	___	___	___	___	___
Smiley	___	___	___	___	___
"What if?"	___	___	___	___	___
Runs, Hides	___	___	___	___	___
Holds back	___	___	___	___	___

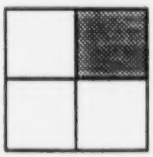
Winners
-Add your own-
Positive Payoffs

Asks - moves ahead
Takes initiative
Smiles
Breathes deeply
"Lets go"
Helps myself
One step at a time
"Just do it"
"That's the way the cookie crumbles"
"No" and thats OK
Time out
"Oh, well..."
"So what!"
I'm OK—you're OK

ANXIOUS



WINNER



FAMILY SCRIPTED TRAITS FOUND IN MANY LEARNERS

III. The **Warriors**:

A. Come from situations having:

1. Unstructured home life
2. Single parents - matriarchal
3. Dad who is often in prison or a deserter
4. Homicide as a common occurrence
5. Many domestic fights in home and neighborhood
6. Frequent name calling
7. Wife and child beating
8. Quitters
9. Scarcity of strokes
10. Frequent discounts of:
    a. others
    b. reality
    c. self

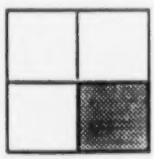
B. Unspoken messages are often:

1. ...don't be close
2. ...don't be yourself
3. ...don't feel what you feel
4. ...don't have fun
5. ...don't make it

C. Games learned in growing up are:

SEE WHAT YOU MADE ME DO
NOW I GOTCHA, YOU SOB
UPROAR
CORNER
I'LL SHOW 'EM
EVEN UP THE SCORE

THE WARRIOR



Name_____ Entry date_____ Exit date_____

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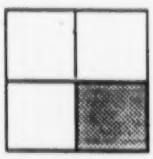
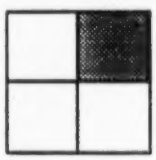
(-1) = ...Almost
(0) = ...Where I'd like to be
(+1) = ...Better than expected
(+2) = ...Great!

*Entry level	(-2)	(-1)	(0)	(+1)	(+2)	Winners -Add your own- Positive payoffs
"They gave me a hard time"	___	___	___	___	___	"I'll give it my best shot"
"You....."	___	___	___	___	___	"I....."
Breaks bones	___	___	___	___	___	Boxes, chops wood
Fist fights to solve problems	___	___	___	___	___	Talks out differences
Loud, mouthy	___	___	___	___	___	Normal tone of voice
Dominates conversation	___	___	___	___	___	Listens often, gets a listener
Offensive odor	___	___	___	___	___	Freshens up
Glares	___	___	___	___	___	Grins
"Won't"	___	___	___	___	___	"I may or may not"
Lawbreaker	___	___	___	___	___	Pays restitution/ cooperates
"I don't need"	___	___	___	___	___	"I need"
Foul language	___	___	___	___	___	Says it another way
Obscene clothing	___	___	___	___	___	Appropriate dress
Abusive-pokes	___	___	___	___	___	Respects others Gets civil
Tough	___	___	___	___	___	I'm OK—you're OK

WARRIOR 

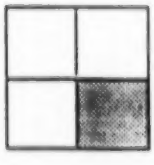
WINNER 

	* (-2)	=	...Where I am now			
	(-1)	=	...Almost			
	(0)	=	...Where I'd like to be			
	(+1)	=	...Better than expected			
	(+2)	=	...Great!			

*Entry level	(-2)	(-1)	(0)	(+1)	(+2)
Discounts:					
-Self	___	___	___	___	___
-Others	___	___	___	___	___
"No problem"	___	___	___	___	___
-Solvability	___	___	___	___	___
Frustrated	___	___	___	___	___
Quitter	___	___	___	___	___
Chip on shoulder	___	___	___	___	___
Hot under the collar	___	___	___	___	___
Red faced	___	___	___	___	___
Pouts	___	___	___	___	___
SEE WHAT YOU MADE ME DO	___	___	___	___	___
NOW I GOTCHA YOU SOB	___	___	___	___	___
UPROAR	___	___	___	___	___
CORNER	___	___	___	___	___
I'LL SHOW 'EM	___	___	___	___	___
EVENS UP THE SCORE	___	___	___	___	___

Winners **-Add your own-** **Positive Payoffs**
Strokes self
Strokes others
Admits reality of problem
Admits ability to solve; "I can"
Sticks with it
Pats another on the back
Counts to ten
Breathes deeply, brush touches
"I did it/I didn't do it"
Walks away
"Look, look what I did!"
I'm OK—you're OK

WARRIOR



WINNER

THE INDIGENT

(learned helplessness)

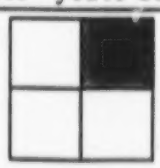
Name_____ Entry date_____ Exit date_____

* (-2) = ...Where am I now
(-1) = ...Almost
(0) = ...Where I'd like to be
(+1) = ...Better than expected
(+2) = ...Great!

* Entry level	(-2)	(-1)	(0)	(+1)	(+2)
Helpless	___	___	___	___	___
Disabled	___	___	___	___	___
Maintains unemployment	___	___	___	___	___
Stationary illiterate	___	___	___	___	___
Expects impossible	___	___	___	___	___
Waits for rescuer	___	___	___	___	___
Blames rescuer	___	___	___	___	___
"I can't"	___	___	___	___	___
Ward of courts	___	___	___	___	___
"I'm not responsible"	___	___	___	___	___
Makes fools of	___	___	___	___	___
Discounts:					
-Self	___	___	___	___	___
-Problems	___	___	___	___	___
-Solvability	___	___	___	___	___
-Others	___	___	___	___	___

Winners -Add your own- Positive payoffs
Helps self
Goes to Voc. Rehab.
Takes job
Learns minimum requirements
Sets reachable goals
Rescues self
Takes responsibility
"I can"
"On my own"
Does his fair share
Uses "please, thank you"
Strokes self
Solves problems within limits
"Look, look what I did"
"Thank you"
I'm OK—you're OK

INDIGENT

WINNER 

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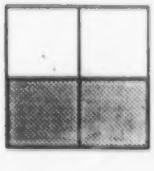
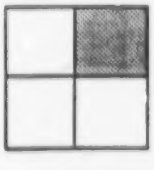
(+1) = ...Better than expected
(+2) = ...Great!

*Entry level	(-2)	(-1)	(0)	(+1)	(+2)
WOODEN LEG	___	___	___	___	___
LOOK HOW HARD I'M TRYING	___	___	___	___	___
POOR 'LIL ME	___	___	___	___	___
DO ME	___	___	___	___	___
WHY DON'T YOU, YES BUT	___	___	___	___	___
STUPID	___	___	___	___	___
YOU CAN'T CATCH ME	___	___	___	___	___
IF IT WEREN'T FOR THEM	___	___	___	___	___

Winners -Add your own- Positive payoffs
Count blessings
Does it without a show
Counts achievements
Helps self
Changes "but" to "and"
"I know....."
Catches self
Thanks them
I'm OK—you're OK

INDIGENT 

WINNER 

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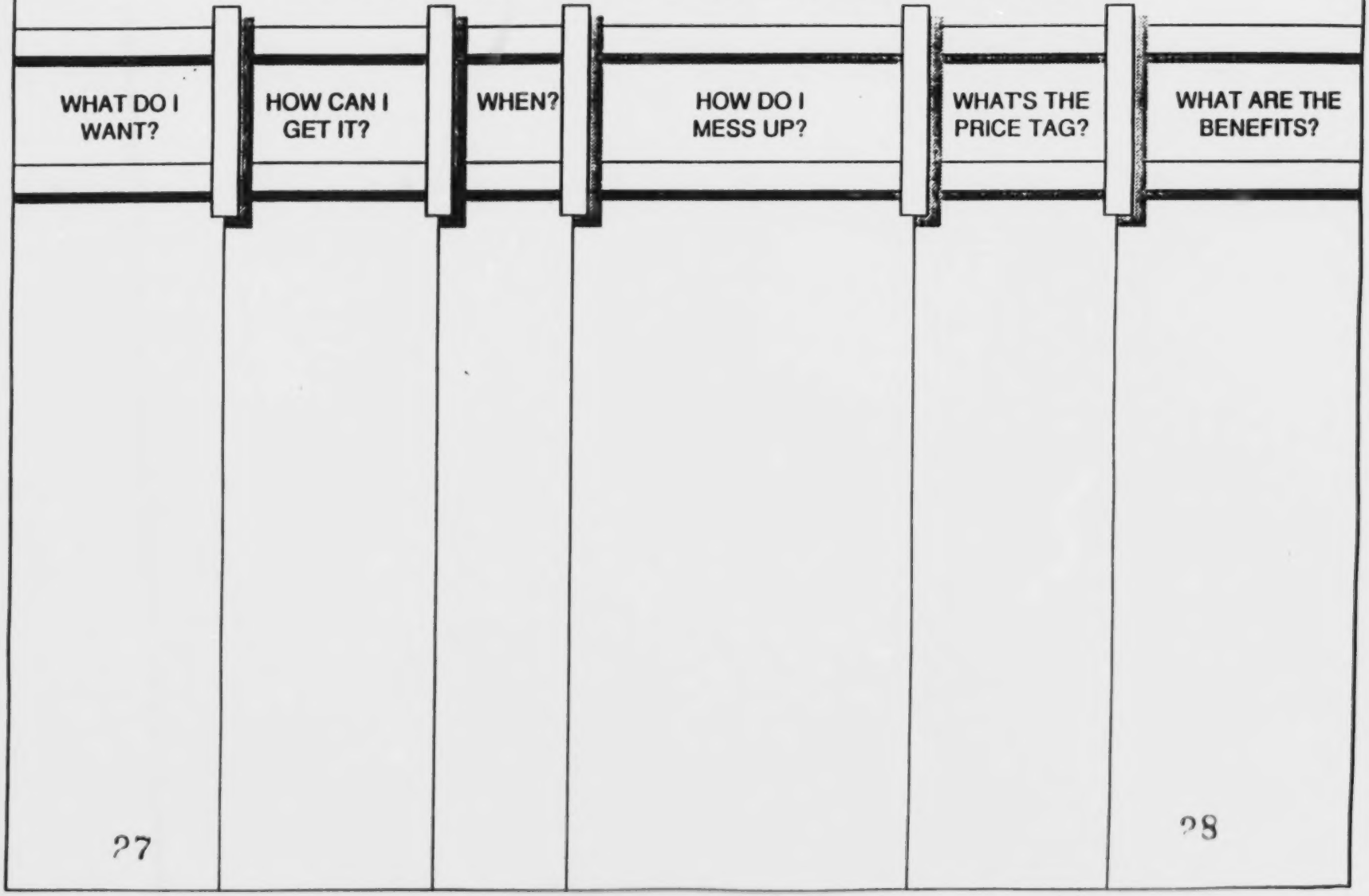
READ THIS EVERY DAY
MY GOALS THAT KEEP ME ON TRACK



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To the authors of each reference, I have been inspired; I am indebted and acknowledge their respective contributions. I am also grateful to many of our learners and the Lafayette Adult Reading Academy staff for their contributions.

In order not to encumber the text, I have listed the following references in order of their use. These concepts have been integrated by the writer and adapted for use with the adult learners at the Lafayette Adult Reading Academy, 1988.

—Shirley Bosler

1. Title quotation paraphrased from: Berne, Eric; *Sex in Human Loving*; N.Y. Simon and Schuster, 1970.

2. Originally developed by: Frank Ernst, Jr.; "The OK Corral: The Grid for Get On With," TAJ 1:4,33; October, 1971.

3. Discounting developed by: Schiff, J.L. and Associates; *The Cathexis Reader; Transactional Analysis Treatment of Phychosis*; New York; Harper; 1975.

4. Family scripting concepts from: Berne, Eric; *What Do You Say After You Say Hello?* Grove Press; New York; 1972.

5. Unspoken messages developed by: Goulding, R.L. and Goulding, M. M.; *Power Is In The Patient*; San Francisco; TA Press, 1978.

6. Games reprinted: Berne, Eric; *Games People Play*; Grove Press; New York; 1964.

7. Games reprinted: Stuntz, Edgar; *Transactional Games Analysis: A Review of the Literature*; 1962-1970; Transactional Publishers; 1971.

8. Phrase "I'm OK—You're OK" from: Harris, Thomas; *I'm OK—You're OK*; Harper and Row; N.Y.; 1969.

9. *Goal Attainment Scaling* developed by: Thomas J. Kiresuk, Ph D; Hennepin County Mental Health Service, Minneapolis, Minnesota. Adapted by Gisela Fitzgerald, Ph D for Lafayette Adult Reading Academy; 1982.

10. "Learned Helplessness" concept developed by Mark Seligman.